DOCUMENT RESUME

ED 246 116 TM 840 397

AUTHOR Coleman, Geraldine J.
TITLE Identifying and Addressing Student Needs. Using and Reporting Test Results, Monograph #2. Steps in the Right Direction!
INSTITUTION Michigan State Board of Education, Lansing. Michigan Educational Assessment Program.
PUB DATE [82]
NOTE 26p.; For related documents, see TM 840 396-401. Portions of Appendix C are marginally legible.
AVAILABLE FROM MEAP, P.O. Box 30008, Lansing, MI 48909 (single copies only).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Competency Based Education; Diagnostic Teaching; *Educational Assessment; Educational Objectives; Educational Planning; Elementary Secondary Education; Instructional Materials; State Programs; *Student Evaluation; *Student Improvement; Teacher Role; Testing Programs; *Test Results; *Test Use
IDENTIFIERS *Michigan Educational Assessment Program

ABSTRACT

This is the second of six monographs on procedures developed to help local educators use and report Michigan Educational Assessment Program (MEAP) test results. Because it annually provides student performance information on 10 essential skills in grades 3, 4 and 9, the MEAP test results can be an important aid to teachers in assessing individual student weaknesses for planning both curriculum changes and individualized instruction. Six basic steps for teacher utilization of individual student test results are suggested: (1) use the MEAP Handbook and become familiar with the purpose of MEAP, test content, and expectations for the student; (2) review the appropriate test reports and results to get a clear understanding of the strengths and weaknesses of both individual students and groups of students; (3) set goals and develop a draft plan of action; (4) share the test results and review and revise a plan of action with students, parents, and support staff; (5) put the plan into action using various support materials for mathematics and reading developed by the Instructional Specialist Program of the Department of Education; and (6) evaluate these activities and adjust as necessary. Appendixes contain four worksheets that can be used in the implementation procedures. (BS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED246116

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

STEPS IN THE RIGHT DIRECTION!

USING AND REPORTING TEST RESULTS

MONOGRAPH #2

IDENTIFYING AND ADDRESSING STUDENT NEEDS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
E. D. Rober
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

MICHIGAN STATE BOARD OF EDUCATION

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM

TM 840 397

STATE BOARD OF EDUCATION

Dr. Gumecindo Salas
President

John Watanen, Jr.
Vice President

Annetta Miller
Secretary

Dr. Edmund F. Vandette
Treasurer

Carroll M. Hutton
NASBE Delegate

Barbara Dumouchelle

Barbara Roberts Mason

Norman Otto Stockmeyer, Sr.

Ex-Officio Members

James J. Blanchard
Governor

Phillip E. Runkel
Superintendent of
Public Instruction

MICHIGAN STATE BOARD OF EDUCATION

STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

MONOGRAPH #2

IDENTIFYING AND ADDRESSING STUDENT NEEDS

Written By:
Geraldine J. Coleman

Edited By:
Edward D. Roeber and Robert A. Carr

USING AND REPORTING TEST RESULTS IS A SERIES OF SIX MONOGRAPHS, DEVELOPED AND PRODUCED BY MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM STAFF TO HELP LOCAL EDUCATORS USE AND REPORT TEST RESULTS.

TABLE OF CONTENTS

Introduction 1

Why Should MEAP Test Results Be Used? 1

How Should MEAP Test Results Be Used? 3

Overview 3

Step One: Familiarize Yourself With Program 4

Step Two: Review Student's Performance 5

Step Three: Set Goals and Make Plans 6

Step Four: Share Test Results 7

Step Five: Implement Plans 8

Step Six: Evaluate 10

Conclusion 10

Appendix

A. A Model Process For the Analysis of Individual Student Performance on the MEAP Tests 12

B. Suggested Ways of Sharing MEAP Test Results With Secondary Students 15

C. Understanding and Using the Individual Student Report 17

INTRODUCTION

This monograph is the second in a series of six. The series was prepared by staff of the Michigan Educational Assessment Program (MEAP) to help local educators use and report MEAP test results. The first monograph gives an overview of how to use and report MEAP test results. The topic of the third is curriculum and program review. The remaining three monographs cover reporting results to parents, the school board, and the public through the media respectively.

The ideas, suggestions and procedures given in the series can be generalized, and adapted for use with most other assessment tools. Use of any one monograph will help to accomplish the task specified. However, use of the complete series will help in the development of a well-rounded, effective, use and reporting procedure that can be implemented on a continuous basis.

The purpose of this monograph is to discuss how MEAP test results can be used to identify and address individual student weaknesses in the basic skills of reading and mathematics. The discussion will cover three basic areas: First, why MEAP test results should be used; second, how MEAP test results can be used and; finally third, what MEAP materials and resources are provided to help in this effort.

WHY SHOULD MEAP TEST RESULTS BE USED?

Every teacher spends a considerable amount of time assessing the strengths and weaknesses of individual students. All types of information are used in this assessment: teacher observation, classwork, homework,

test results, etc. The more objective the information which is brought to the activity, the better are the decisions which can be made. MEAP tests results in particular provide vital information which can be helpful in this effort.

MEAP is the only testing instrument which provides statewide objective student performance information, annually. MEAP tests are designed to measure skill achievement considered cirtical to individual success, not only in school, but throughout life. Minimal performance objectives identified and agreed upon statewide by educators, parents, students and citizens at large. The minimum performance objectives are available for each of ten essential skill areas, including mathematics and reading. Every school should have copies of these objectives. If not, they can be obtained upon request from the Department of Education. The minimum performance objectives spell out what skills most children should know by the time they reach the third, sixth, and ninth grades. There is nearly unanimous agreement that these skills belong in every school's curriculum along with other more complex skills. The MEAP test results tell whether or not students have learned these important skills.

Although MEAP tests are administered in grades 4, 7, and 10, the skills tested should be taught in grades K-3, 4-6, and 7-9 respectively. When mastery deficits are indicated by MEAP test results, two forms of action are recommended, curriculum review and addressing individual student needs.

A curriculum review can be conducted by the school staff (see Monograph 3). The review can use the information provided by MEAP test results, along with other student performance indicators to identify and examine possible causes for skill mastery deficits. Changes that are implemented as a result of the review can benefit students who will be tested in future years.

The responsibility of using MEAP test results to focus attention on the specific skill needs of individual students tested falls on different staff members in different school situations (grade level teachers, content area teachers, counselors, etc.). In elementary schools, this responsibility is most frequently that of the fourth grade teachers. In secondary schools this responsibility is often now assumed by, nor assigned to, any one person; sometimes department heads, counselors, or individual teachers are responsible. If, however, individual students are to receive needed help, the responsibility must be assigned and carried out.

The MEAP test results provide documented evidence which can be used to plan curriculum and instruction based on important skills rather than quesswork, intuition, or blindly following the textbook ordering of topics. Examination of individual student results may indicate patterns in a student's performance. Individual student reports provide a perfect vehicle through which an individualized instruction plan can be developed.

HOW SHOULD MEAP TEST RESULTS BE USED?

Overview

There are no hard and fast rules as to how MEAP individual student test results must be used. The primary concern is that the results are put to use. Individual student reports are automatically prepared and returned to the school. Teachers may or may not automatically receive them, however, depending upon the particular school's policy and procedure. But, they are available, upon request, from the school principal.

A suggested process has been developed for using MEAP test results to identify and address individual student weaknesses in the basic skills. Keep in mind the process is only a suggestion and may be modified or

changed to fit the situation. The process is uncomplicated and includes six basic steps. Step One is to familiarize yourself with the purpose of MEAP, content of the test, and expectations for the student. Step Two is to review the appropriate test reports, examine the test results and get a clear understanding of both the strengths and weaknesses shown by individual students and groups of students. Step Three is to set goals and develop a draft plan of action. The plan should include a timeline, what you plan to do in terms of instruction, and what each individual student is expected to accomplish in terms of skill mastery. Step Four is to discuss the test results, give interpretations and your draft plan of action with the parties concerned, the students, parent(s), and support staff (i.e., remedial reading teacher, counselor, etc.) if their services are included in your draft plan. Agreement on a workable plan, based on input from the parties concerned, needs to be reached. Step Five is to put your plan into action and, Step Six is to evaluate the activities and make further adjustments if necessary. This process is continuous and versatile. It can be applied to the whole class, small groups or individual students.

Step One

To familiarize yourself with the program, the MEAP Handbook is an excellent resource. It gives an historical overview of MEAP, discusses the purposes of the program, describes the tests, and lists the skill areas addressed.

Since MEAP tests are designed to measure specific minimum performance objectives, you should know what the objectives are. The objectives tested can be examined, along with sample test items, in the MEAP Handbook. However, a careful look at the complete set of minimum performance objectives for

mathematics and reading is recommended. This will help to build your framework of understanding. Since much of learning is cumulative, awareness of the enabling skills that lead to mastery of specific skills tested is equally important.

While examining the objectives, you can consider questions like: Are the objectives tested part of the curriculum in earlier, later or the current grade? Where are the objectives introduced, taught, reviewed? Which objectives are most important at this point in time for this particular student?

To familiarize yourself with the test, a copy of a student test booklet is the best resource. Reading through the tests will show you exactly how the skills were tested. The test item formats, vocabulary and presentation may be diagnostically useful when trying to decide what caused problems and how to address them. Taking the test yourself might also give you some insight into the problems students face and why.

Step Two

To review a student's performance on the MEAP tests, the appropriate reports must be examined. The MEAP reports that provide information on individual student performance are the "Classroom Listing Report," the "Classroom Test Item Analysis," and the "Individual Student Report." Here too, the MEAP Handbook is an excellent resource. It tells how to read the reports and describes for each form, the information presented.

The "Classroom Listing Report" gives a general overview for a group (usually a class) of students' performance on the tests. It summarizes the detailed individual student information contained on the "Individual Student Report," and presents it for the group. Looking at the "Classroom Listing Report," you can tell at a glance, which students did well and

which did not. You can also see which objectives have been mastered and which have not. It is an excellent diagnostic tool which can help identify objectives for added emphasis or intensive instruction and students for special attention. The report is particularly useful to help teachers determine groupings for instruction.

The "Classroom Test Item Analysis" is a report that displays the percentage of students selecting each possible answer for each test question. There is one report for reading and one for mathematics. It helps to identify specific problems students have on a given test item. Large percentages of students choosing the same incorrect answer may indicate an area of learning where special attention is needed, or misconceptions exist.

The "Individual Student Report" presents a student's performance on each test item for all the mathematics and reading objectives tested. It also indicates attainment or non-attainment of each objective. A student must correctly answer at least 2 of 3 test questions to attain an objective. This report provides a good basis for reporting results to individual students and initiating individual program planning. It identifies individual problems by graphically displaying the student's strengths and weaknesses. By discussing the wrong choices with students, clues to possible causes of errors can often be detected.

A careful review of these reports should give you a clear idea of what needs to be done and for whom

Step Three

At this point in the process, you are ready to set goals and make some preliminary plans as to your best course of action. There are a

number of things which could be considered during your deliberation: What is the best approach to instruction? Are there objectives which a number of my students did not attain? What are my time constraints? Since instruction time is limited, how will I allocate time for teaching new skills versus remediation? Perhaps the students with the same needs can be grouped for instruction on these skills. In some cases, your remediations may be integrated into on-going activities by adding special emphasis or making minor adjustments. Are there students with low achievement in a number of objectives? These students may need an individualized instruction plan.

Steps One, Two, and Three have been summarized in a document entitled "A Model Process for the Analysis of Individual Student Performance on the MEAP Tests" (Appendix A). This document identifies expected outcomes, participants, materials, and lists the steps to be taken to examine results, identify needs and develop a plan of action for individuals and groups of high need students.

Step Four

Sharing the test results, your insights, and plan with students is a critical step of the process. Two documents have been developed which will give you suggestions and ideas on how to implement this step. The first document is entitled "Suggested Ways of Sharing MEAP Test Results with Secondary Students" (Appendix B). This is a listing of alternative activities you can use to establish a direct link between the MEAP test results and students.

Frequently secondary students are given their test results before the responsibility of using them, to focus attention on the specific

minimal skill needs, is determined. The document entitled "Understanding and Using the Individual Student Report" (Appendix C) was developed to address the needs of secondary students trying to analyze and interpret their Individual Student Report independently. This document can be duplicated and a copy given to each student along with their Individual Student Report. It explains why the tests were given, what the report means and how the results can be used. The document is also a helpful tool which can be used by teachers in conferences with students. Suggestions on how to report test results to parents can be found in Monograph 4.

If the draft plan for action developed under Step Three requires the cooperative efforts of support staff (e.g., a remedial reading or mathematics teacher, a counselor, etc.), parents, and the student, it is important that these persons have an opportunity to review and revise (as needed) the draft plan, and understand the nature of their involvement according to the plan, and agree to work cooperatively. In most cases. informal agreement will be sufficient. However, in some situations a formal agreement, stipulating mutual tasks and expectations and signed by the student, the parents, and the teacher may be useful.

Step Five

Implementing your plans can be as simple or complex as you deem necessary. A suggested implementation plan is also included in Appendix A. It can be completed for each student or only those students with the greatest need. The information you have gathered from the MEAP test results and other available sources, i.e., individual permanent records, observation, teacher made tests, etc. will help in this effort. It may be useful to state the objective in your lesson plans along with the activities and/or materials selected.

At this time, you may need to identify and obtain additional instructional materials. Instructional support materials have been developed by the Instructional Specialist Program of the Department of Education. These materials are designed specifically to help teachers use state assessment data to improve student knowledge of specific reading and mathematics objectives. The materials can also be used as tools to inservice local personnel. Several types of materials are available:

- The "MEAP Support Materials for Mathematics" addresses four areas of instruction: fractions, decimals, ratio and proportion and percent. These areas were selected because of the low attainment rates (statewide) exhibited on seventh and tenth grade MEAP. The materials were prepared to assist teachers who students are having difficulties in one or more of these areas.

- The "MEAP Support Materials for Reading" contain a set of materials for each item/objective where 20% or more of the students statewide did not attain the objective for grades four and seven. The materials include: a) a sample item which shows the way in which the objective is measured, b) error analysis--a list of possible reasons why a learner may have selected the incorrect response, c) a review test--a short test that the teacher may administer to confirm the errors, and d) suggested activities that the teacher may use to improve the skills needed to attain the objective.

In addition, this package contains a diagnostic process which suggests a workable procedure that the classroom teachers may follow to assist in planning programs for individual students who attain less than 50% of the objectives.

- The "MEAP Secondary Support Materials for Reading" are divided into three sections. The first section outlines a process for developing

the skills of appropriate objectives in three content areas: literature, social studies, and science. The second section provides for the internal dissemination, analysis, and utilization of the MEAP test data by the various content area departments in the secondary school. The third section suggests how to collect and analyze pertinent information about individual high needs students and provides the basis for designing a program for remediation of the skill deficiencies. The forms to facilitate these processes are included.

The instructional support materials are available upon request from the School Services Program, P.O. Box 30008, Lansing, Michigan 48909. Although quantities are limited, the department encourages local staff to duplicate materials needed (in part or in total).

Step Six

Evaluating the effectiveness of the effort should pose no special problems. Assess mastery of the skill taught in the most efficient manner, i.e., a written test, oral recitation, observation, etc. The evaluation component is important because it gives you feedback in terms of what has been accomplished and what still needs to be done.

CONCLUSION

Remember, test results are only as good as the use to which they are put. Using MEAP test results to identify and address individual student needs is not an end in itself, but merely a step in the teaching/learning process. Teaching by objective can make the task easier. It tells what skills should be taught and when mastery is expected. Teachers are encouraged to use the state minimal performance objectives as a base upon which to build and expand their own instructional program.

For the sake of convenience, the suggestions on how to use MEAP test results to identify and address individual student needs, as well as other monograph topics, have been singled out and presented separately. However, this method of subdividing a coordinated team effort was adopted to point out the different responsibilities, goals, approaches, techniques, and procedures needed to implement a good use and reporting procedure. Helping the individual students who were tested to learn those skills they missed is only one part of a larger process to use and report MEAP results effectively.

A Model Process For the Analysis of
Individual Student Performance on the MEAP Tests

I. Expected Outcomes

1. Weak skill areas and objectives identified and documented.
2. Individual student needs identified and documented.
3. MEAP tests results examined and analyzed.
4. A plan of action is developed to meet identified skill and objective needs.
5. A plan of action is developed to meet individual student weaknesses in the basic skills of reading and math.

II. Participants

Teacher, counselor, or the staff member assigned the responsibility of program planning for the individual student.

III. Materials Needed

1. The Individual Student Report
2. The Classroom Listing Report
3. The Test Item Analysis (Classroom)
4. The Student's Permanent Record

IV. Activities

A. Identifying Skill & Objective Needs

1. Set a realistic classroom criterion level based, in part, upon the performance of your students, your time constraints, and the number of objectives needing attention.
2. Use the Classroom Listing Report to identify objectives which had attainment rates below the accepted criterion level.
3. Compile a Skill Needs List.
   a) List the short description of the first objective identified above.
   b) Following the objective, list students (by name) who did not attain that particular objective.
   c) Repeat items a and b for each objective needing attention.

B. Identifying Individual Student Needs

1. Decide upon a reasonably acceptable target number of objectives to be attained by your students.

2. Use the Classroom Listing Report to identify students needing individual attention (attaining less than an accepted number of objectives tested).

3. Use the student's permanent record file and the information obtained from the Classroom Listing Report to complete a copy of the Implementation Plan Outline (see attached) for each high need student.

   Complete only Items A & B at this time, Item C will be addressed later in the activity.

C. Analyze Findings

Skill & Objective

1. To analyze objectives with attainment below the set criterion level, examine the Classroom Test Item Analysis Report and the Student Assessment Booklet for the appropriate grade level (4, 7, or 10).

   a) The Classroom Test Item Analysis shows the percentage of students selecting each possible answer for each test question.

   b) The Student Assessment Booklet displays the test items and the answer choices.

2. Compare the information from the two documents and try to determine the causes of low attainment.

3. Speculate on possible reasons.

4. Discussing the test question and answer choices with the class may provide further insight into the causes of the problems.

5. Record the findings and implications.

Individual Student

6. To analyze individual student performance of high need students, use the Individual Student Report and the Student Assessment Booklet.

   a) The Individual Student Report shows the answer selected for each test item and the correct choice.

   b) The Student Assessment Booklet displays the test item and the answer choices.

c) Compare the information from the two documents to determine problem. Causes other than lack of knowledge should be considered.

7. Discuss with the individual student why a specific response was given to a particular item.

8. Record the findings and implications.

D. Make Decisions

Skill & Objective

1. Compare the Skills Needs List and the findings and implications from the objective analysis to determine your best course of action to address the objectives falling below the set criterion level.

Individual Student

2. Compare the Individual Student Plans and the findings and implications from the analysis of individual student information to determine your best course of action to address each student's problems.

Both

3. You might consider the following alternative in your deliberations:

a) addressing each high need student individually.

b) grouping high need students with the same skill weaknesses for instruction.

c) teaching the skill in isolation.

d) integrating the skill with other activities.

e) which skills are most important at this point in time.

E. Set Goals

1. Based upon the decisions reached in your deliberations:

Skill & Objective

a) select the objectives you are going to address and record how, i.e., review, teach(in isolation, or integrated with other skills) etc.

Individual Student

b) complete Item C for each individual student plan.

APPENDIX A-4

Suggested Implementation Plan to Address
Identified Student Needs in Reading*

Student Name _____

A. Results of MEAP Data Analysis.

1. Objectives not attained on MEAP (Circle all that apply):

I A B C D E F
II A B C D E F G H
III A B C D E F G H I
IV A B C
V A B C D E F

2. Areas in reading in which student is least proficient:

Vocabulary _____
Literal Comprehension _____
Inferential Comprehension _____
Critical Reading _____
Study Skills _____

B. Other Pertinent Available Data.

1. A list of reading services the student is receiving:

2. Results of other tests and evaluation tools: Results

_____ _____
_____ _____
_____ _____

3. Last grade received in these content areas:

Social Studies _____
Science _____
English _____
Mathematics _____
_____ _____
(Other)

C. Recommended Program Plan.

1. Schedule Planning Conference

a. Set date
b. Identify participants (principal, counselor, reading consultant, content area teachers, parents, and/or student(s).

2. Establish instructional goals for student.

a.
b.

3. Select appropriate classes, activities, and/or materials:

a.
b.
c.

4. Identify person(s) responsible for the program:

a.
b.

*A similar outline can be prepared for use with mathematics.

APPENDIX B

SUGGESTED WAYS OF

SHARING MEAP TEST RESULTS

WITH SECONDARY STUDENTS

In the upper grades, seventh and particularly tenth, where students are tested, they may or may not have a Mathematics and/or a Reading class. It is therefore, necessary to arrange a direct link between the test results and students. The staff responsible for this linkage may vary, depending upon school organization and structure. The following activities are suggested to meet this need:

1. Conduct test debriefing sessions with students in which they can discuss and ask questions about the tests.

2. Stimulate student interest in tests results by explaining how the results will be used and when they can be expected. (Example: publicize on school bulletin boards, through the public address system, and/or the student news media.)

3. Distribute actual results upon receipt. Allow students to examine and discuss their Individual Student Report. Student insight may prove useful in the diagnostic process.

4. It is important to provide students with an explanation and interpretation of their scores. Students are usually most concerned with whether they passed or failed. It is recommended, however, that "strong emphasis be placed on explaining the skills a student has or has not learned" rather than the number of right and wrong responses.

5. Provide encouragement and a suggested plan of action to address identified needs.

UNDERSTANDING AND USING THE INDIVIDUAL STUDENT REPORT
Michigan Educational Assessment Program

What is the Michigan Educational Assessment Program (MEAP)?

MEAP is a statewide testing program. It checks to see if you know some important skills in reading and mathematics. All fourth, seventh, and tenth grade students take the assessment tests. The MEAP test results are used by teachers, counselors, administrators, and the public to determine how well the school or district is doing to teach students important basic skills.

The skills you are expected to know are called **Performance Objectives**. There are separate performance objectives for reading and mathematics. Objectives that are alike are put into groups called **Skill Areas**.

Every objective is measured by three test questions. You must answer two or three of the questions correctly to pass an objective. And, if you pass more than 75% of the objectives, you are considered to be doing acceptably well.

What does my Individual Student Report tell me?

- It compares what you should know with what you do know.
- It tells which objectives you have learned and which you have not learned.
- It tells if you are at an acceptable level in reading and mathematics.

How can I use the MEAP results?

- Write down the objectives which you did not pass.
- Talk with your teachers, parents, and counselor about your problems with these objectives.
- Ask your teachers, parents, and counselor for help to learn these objectives.
- Ask for books or worksheets which will help you.
- Decide how you will work to learn the objectives you need to know.
- Work on the objectives by yourself or maybe you can take a special course that will help you.

How do I read the report?

The example given here shows how to read your report. Large capital letters are used to help you find the important parts (sections). If you have any questions about your report, ask your teacher or counselor for help.

- Section **A** gives identification information: your name, student number, teacher, class section, district, school, and age.
- Sections **B & C** give the number and a brief description of each of the mathematics objectives tested.

- Section **D** gives the question numbers and tells what you did.
  - + means you answered correctly.
  - A, B, C, or D shows that you gave a wrong answer and tells which answer you did give.
  - • means you skipped the question.
  - A blank space means you stopped answering questions before you got to this question.
- Section **E** shows that number of questions you answered correctly for each objective.
- Section **F** tells if you passed each objective: "Y" means yes, "N" means no, and "O" means you didn't answer enough questions to tell.

- Section **G** tells the total number of objectives you passed and also gives a summary of your test results. Test results are reported at four levels called **Categories of Achievement.** Category 4 is the highest and means your test results are acceptable. In order to be in Category 4 for reading and mathematics, you must pass more than 75% of the objectives. Anything below Category 4 means you need some help. If you want to know more about the categories of achievement, please ask your teacher or counselor.

The information given in Section A-G for the mathematics objectives is then repeated for the reading objectives.

Individual Student Report • Grade 7 • Mathematics

EIGOBJ ACHIEVES 0110559690
GRADE 7 SECOND 1
CARVER COUNTY **A** 35-04
WEST JR. HIGH

B Obj. Code	**C** Skill Areas and Objectives	**D** Item Numbers and Responses			**E** No. Corr.	**F** Obj. Att?
Numeration						
18-1	PLACE VALUE: FOUR DIGITS	88 +	89 +	90 B	2	Y
19-2	WRITE FOUR-DIGIT NUMERAL	1 +	2 +	3 +	3	Y
Whole Numbers						
25-3	A + B + C, ADDEND < 7 DIGITS	91 +	92 +	93 +	3	Y
26-3	ESTIMATE SUM, 3-DIGIT ADDENDS	118 +	119 +	120 +	3	Y
32-1	ABC - DE (NO O'S), REGROUPING	163 +	164 +	165 +	3	Y
32-2	ABC - DE OR ABC - DEF	154 +	155 +	156 +	3	Y
39-1	AB x C = ?	142 +	143 +	144 C	2	Y
39-3	AB x CD = ?	145 +	146 +	147 +	3	Y
44-7	DIVISION: COMPUTATION	94 +	95 +	96 +	3	Y
45-1	DIVISION: WORD PROBLEM	148 +	149 +	150 +	3	Y
Decimals						
63-2	PLACE VALUE	139 +	140 +	141 +	3	Y
68-5	+ OR - COMPUTATION	130 +	131 +	132 +	3	Y
69-1A	+ AND - WORD PROBLEM	160 +	161 +	162 +	3	Y

G Summary of Student Performance

	Core	Correlated
Objectives Attained	28	6
Category of Achievement	4	

BEST COPY AVAILABLE

Individual Student Report • Grade 7 • Reading

EIGOBJ ACHIEVES 0110559690
GRADE 7 SECOND 2
CARVER COUNTY 35-04
WEST JR. HIGH

Obj. Code	Skill Areas and Objectives	Item Numbers and Responses			No. Corr.	Obj. Att?
Vocabulary Meaning						
1A	PREFIXES	4 +	5 +	6 +	3	Y
1C	MULTIPLE MEANINGS	7 +	8 +	9 +	3	Y
1D	SYNONYMS	29 +	30 +	31 +	3	Y
1E	ANTONYMS	56 +	57 +	58 +	3	Y
1F	CONTEXT	10 +	11 +	12 +	3	Y
Literal Comprehension						
11B	MAIN IDEA	15 +	44 +	59 +	3	Y
11C	MAIN IDEA DETAILS	21 +	35 +	37 +	3	Y
11E	SEQUENCE	36 +	62 +	64 +	3	Y
11F	CAUSE/EFFECT	38 +	47 +	68 +	3	Y
11G	LIKENESS/DIFFERENCE	17 +	46 +	61 +	3	Y
Inferential Comprehension						
111A	MAIN IDEA	18 +	60 +	65 +	3	Y
111B	CAUSE/EFFECT	22 +	42 +	71 +	3	Y
111C	PROBABLE OUTCOME	32 +	33 +	34 +	3	Y

Summary of Student Performance

	Core	Positive Response/Reading
Objectives Attained	23	4
Category of Achievement	4	

FORMULA C-4

USING AND REPORTING TEST RESULTS

MONOGRAPH SERIES

Number	Title
1	An Overview
2	Identifying And Addressing Student Needs
3	Identifying And Addressing Curriculum Needs
4	Reporting Test Results To Parents
5	Reporting Test Results To The School Board
6	Reporting Test Results To The Public

The monographs in this series are now available upon request from MEAP, P.O. Box 30008, Lansing, MI 48909. Quantities are limited to one copy per item.